



## Role of Calamba City Local School Board in Good Governance

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### Abstract

Local governments offer personalized and localized governance to their constituents. The Local School Board (LSB) is one of the ways to promote effective and good local governance. This study looked into the lived experiences of seven members of the Calamba Local School Board (LSB) in regard to their role in good governance. This study proposed a proposal to reformulate the LSB clause in the Local Government Code as a guide for policymakers to adopt reforms in the body. This study used a qualitative research approach based on phenomenology. The ten superordinate themes identified through thematic analysis were Constituent Needs, External Motivators, Different People Providing Assistance, Various Perceptions on Helpful Inputs, Roles of LSB Members, Good Governance Practices, Positive Feelings, Different Challenges, and Varied Solutions. The first theme explored the role of the LSB members in ensuring transparency and accountability. The second theme showed how the members of the LSB ensured that the constituents' needs were responded to. As for the third theme, it enumerated what made them motivated to ensure good governance. The fourth theme elaborated on who helped them in ensuring good governance. The fifth theme elaborated on how they perceived their help in ensuring good local governance. The sixth and seventh theme revealed their roles in the LSB in ensuring good and effective governance. The eighth theme revealed the positive feelings of the members of the LSB when they were able to provide good governance. The ninth and tenth themes revealed various challenges faced by the LSB and steps taken by its members to solve those challenges. The main takeaways from this study suggest that members of the Local School Board (LSB) should take action to improve their good governance practices, with a specific focus on transparency and engaging in more intensive consultations with all stakeholders in education.

**Keywords:** *Good Governance; Local Government; Local School Board; Role; Phenomenological*

### INTRODUCTION

Local governments provide tailored and localized governance to residents. Local Government Units (LGUs) serve as a vehicle for effecting change and making decisions at the local level. One of the measures to provide effective good local governance is the Local School Board (LSB). The Local School Board (LSB) is a critical component in ensuring quality education at the local level. It is responsible for overseeing the development and implementation of education-related policies in the local community. The LSB plays a crucial role in delivering education services, such as ensuring equitable access to quality education and providing support for schools in the community.

Education is critical to a country's development. It has the potential to help people get out of poverty. The United Nations (2017), through the United Nations Educational, Scientific, and Cultural Organization (UNESCO), noted that education has both direct and indirect effects, stating that 420 million people potentially lifted out of poverty if all adults completed secondary school. Recognizing the importance of education, it is not only the responsibility of the central government to provide equitable access to education, but it is also the responsibility of local governments to provide effective governance.

Even while there is a push to ensure strong local governance processes, many municipalities encounter problems in doing so. Inequality in education in California, the United States of America, has prompted farmworker moms to fight for their children's education in a system where tyranny is visible. Deeb-Sossa and Manzo (2018) found that "local government officials' corrupt behaviors and ineffectiveness increase the local inhabitants' probability of experiencing challenges in their local public schools, even after controlling for government expenditure on education" in 33 African

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countries studied by Konte, (2021). In Nepal, a unique education governance model exists in which the federal government and local governments, in collaboration with the private sector, create effective education governance in the country. (Winther-Schmidt and Shrestha, 2020).

In the Philippines, the education system is extremely centralized, with decisions made by the Department of Education (DepEd). The Local Government Code of 1991 makes participation in local government mandatory. The LSB is responsible for allocating the Special Education Fund (SEF), which is meant to augment the requirements of public schools in a particular LGU, according to Republic Act No. 7160 (1991). The money comes from a one-percentage-point increase in the city's real property tax. According to Robredo (2008), decisions are generally focused among the two co-chairmen of the board, focusing on the problems of the LSB in the City of Naga, resulting in the limited involvement of other members of the LSB. He further mentioned that the LSB supports infrastructure projects and other potentially fraudulent operations. The World Bank Group (2016) found inequitable funding and a lack of local participation in basic education support in the Philippines. In light of this, the purpose of this study is to shed light on the role of the members of the LSB in effective governance in the City of Calamba. Specifically, the study aims to answer the central question, What is the essence of the lived experience of Calamba City Local School Board Members as regards their role in effective local good governance?

#### **LITERATURE REVIEW**

This study is based upon the good governance framework developed by the (United Nations Economic and Social Commission for Asia and the Pacific, (2009) as cited by Ekundayo (2017). Further, Ekundayo (2017) and Addink (2018) stated that good governance facilitates countries' economic and social development, and its promotion can lead to a more democratic and open society. The framework developed by UNESCAP consisted of eight major characteristics, namely, that governments should be (1) participatory, (2) consensus-oriented, (3) accountable, (4) transparent, (5) responsive, (6) effective and efficient, (7) equitable and inclusive and (8) follows the rule of law. These principles ensure that corruption in government is minimized, views of the minority are considered, and the voices of the most vulnerable in society are considered.

This study is also based on the Department of Interior and Local Government's (DILG) program, Seal of Good Local Governance (SGLG). (Department of Interior and Local Government, 2021) Enacted to law by virtue of Republic Act 11292, known as The Seal of Good Local Governance Act of 2019. The principal aim of the law is to recognize LGUs in performing their functions, specifically emulating integrity and good performance as pillars of meaningful local autonomy and development (Republic of the Philippines, 2019).

The state acknowledges LGUs in the performance of their responsibilities in ensuring transparency and accountability of public funds, preparing LGUs for the challenges brought by natural calamities, providing for the needs of the poor and marginalized in society, promoting ease of doing business and consumer welfare, ensuring peace and order, safeguarding the environment, conserving local culture, and the criteria relevant to this study, instituting reforms and programs in improving education in the country. LGUs are evaluated under the education pillar for their implementation of education reforms to ensure quality education for all. RA 11292 expanded on this pillar by including the promotion of lifelong learning, the development of sports, and the instilling of leadership and patriotism, as evidenced by changes in behavior as individual citizens and members of the community. The LSB should be guided by the following indicators: (1) increased student participation rate, (2) decreased a number of drop-outs and out-of-school youths, (3) increased cohort survival rates, (4) increased achievement scores as measured by national tests or assessment tools, and (5) establishment of child development centers, support for special education, alternative learning system, and parent effectiveness service program.

Decisions of government should always be based on the needs of the constituents, thus ensuring that citizens are given an effective feedback mechanism for government programs and projects are essential. This is apparent in The Constitution of the Republic of the Philippines (1987) which gives some sectors of society a voice to directly voice their concerns. Citizen participation proves important in ensuring governance, as pointed out by Gustafson and Hertting (2017), which stated that opportunities where citizens are given a voice to empower themselves and become representatives of the citizens in order to advocate for their communities. In addition, Kübler et al. (2019) further elaborated that participatory governance increases governability in local governments.

The need for the citizens' voices to be heard is essential, as stated by Bala (2017), who emphasized the importance of local governments in responding to student demands, stating that local governments were the closest type of government to which they could interact with. They provided the essential services that the residents of the area required. As a result, local governments needed to be responsive, and citizen-official partnerships should be formed. Understanding people's demands was thus critical for responsive governance. Without first understanding the needs of its constituents, it was nearly impossible to establish a responsive government that met their needs.

Further, there is still the need to consider the voices of minorities. According to Olanipekun (2020) argued in support of consensus-driven governance in an African context that consensual democracy ensured minority interests were taken into account and allowed substantive representation. Thus, democracy plays an important part in ensuring transparency. According to Erkkilä, (2020) transparency improves government efficiency and democracy, but too much transparency in governance and public administration can lead to commodification and concerns about data privacy.

To bring about good governance, people in government should remember who they are working for. Qualitative research by Reljac (2016) noted that members of the School Board in the State of Pennsylvania in the United States are motivated to join the board to represent their communities and see this as an opportunity to give back to their communities' localities. This motivation to help their communities is also supported by Jindra and Vaz (2019), who stated that positive feelings are evident in ensuring good governance. Even with this thrust for good governance, it is apparent that challenges happen, as pointed out by Robredo (2008) who noted that the LSB in the City of Naga in the Philippines, the two co-chairmen of the LSB has been all too powerful that the voices of other members were left behind. Further, a dysfunctional government can result in lawlessness, according to Imran and Nordin (2018).

Thus, these challenges must be solved through collaboration between the citizenry and the decision-makers, as pointed out by Moralde, Ubungen and Armas (2018) which emphasize the importance of participatory governance to bring about positive change in their communities.

## **RESEARCH METHOD**

To bring forth the real lived experiences of the members of the LSB in the City of Calamba, this study used a qualitative research design with a phenomenological approach. According to Creswell and David Creswell (2018), the phenomenological approach aims to understand how individuals of groups of individuals attribute a certain condition or phenomenon.

Purposeful sampling was used to determine the participants of the study. Considering that there are only eight members in the LSB, all members are invited, considering their diverse backgrounds coming from different sectors of society.

The City Mayor, the Schools Division Superintendent of the Schools Division Office (SDO) of Calamba City, the councillor-in-charge of education in the Sangguniang Panglungsod (City Council),

the City Treasurer, the President of the Federation of Parent-Teacher-Community Associations (FPTCA), a representative from the teaching staff of the SDO, and the representative from the non-teaching staff of the SDO were able to participate in the study. Based on prior commitments, the youth sector member could not attend the interview.

An interview guide with ten open-ended questions was employed in the study. Three professionals in the field of public administration have validated this instrument.

The following are the ten open-ended questions used in the interview:

1. What is your role in making the LSB transparent and accountable to the constituents?
2. How does your role in the LSB ensure that the allocation of the fund is responsive to the needs of the school children in the city?
3. What motivates you to provide effective local good governance for the citizens of the City of Calamba?
4. Who helps you in providing effective good local governance?
5. What does he/she do to help? How helpful is their input as regards providing effective good local governance?
6. What is your role as a Local School Board (LSB) member in ensuring effective good local governance?
7. How do you ensure effective good local governance is upheld as a member of the LSB?
8. How do you feel when you provide effective good local governance to the City of Calamba?
9. What challenges do you encounter in providing good local governance as a member of the LSB?
10. How do you solve these challenges you encounter as members of the LSB?

Before conducting the study, the Mayor and the Superintendent of Schools Division were informed through a letter mailed to both of them before conducting interviews with the participants. Once permission was obtained, letters were sent to the participants informing them of the study's goal and requesting their approval to participate. The interviewees were also asked about the interview format. The members' interviews were taped, transcribed, and coded using theme analysis. The responses of the participants are then analyzed and interpreted appropriately.

## FINDINGS AND DISCUSSION

The following thematic charts explain the members of the LSB and their role in good governance, followed by a debate and reflection with supporting material.

**Table 1.** Transparency and Accountability

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"... lahat ng uh ginagawa ng local school board mayrong mga resolution na ginagawa muna tapos nandoon lahat..."</i>	Through Board Resolution
LSB Member 6	<i>"by providing the ah the details in every transaction they made. Of course, we have to show them to the constituents."</i>	Providing Transaction Details
LSB Member 7	<i>"... Pagdating naman doon sa details nandyan naman ang accounting department, nadyan naman ang treasury department, nadyan naman yung BAC..."</i>	Presence of Accounting and Treasury Departments and BAC
LSB Member 2	<i>"... in Calamba, they always receive something from the local school board, so they are very well aware of the things the local school board is providing"</i>	Receive Provisions
LSB Member 3	<i>... may nakikita naman na may pinapagawa.</i>	
LSB Member 4	<i>"...I make sure that when I have the opportunity to speak with the school heads, teachers, and the</i>	Dissemination of Information to

Participant	Responses	Subordinate Themes
	<i>parents, I discuss with them the plans and programs concerning their respective schools."</i>	Stakeholders
LSB Member 2	<i>"we mention of our LSB activities in our MANCOM our regular Management Committee meetings and um we also post our expenditures in our website yung ating DepEd Calamba website and also in our bulletin board. ..."</i>	Mention Activities in Meetings, Post Expenditures in Relevant Sites
LSB Member 5	<i>"A lot of meeting...."</i>	Conducting Meetings

The theme of transparency and accountability is depicted in Table 1. Transparency and accountability are critical in democratic governments with numerous checks and balances. It means that all financial transactions involving the government must adhere to applicable rules and regulations, and those in positions of authority must be held accountable for any wrongdoing. As a result, citizens will have more faith in their government.

According to Erkkilä (2020), openness in public administration meant that the democratic nature of governance and efficiency were trademarks of effective good governance. Transparency was also vital in the government's role of accountability. Though the function of transparency in governance may seem paradoxical to good governance aims when too much information is disclosed, governments should be aware of the consequences of transparency.

**Table 2.** Needs of the Constituents

Participant	Responses	Subordinate Themes
LSB Member 1	<i>"For example, buildings, priority yan, for example si principal nag request ng school building ibig-sabihin nag i-increase ang kanyang enrollment ..."</i>	School Needs
LSB Member 3	<i>"Based din naman yun sa sinasabi ng mga local school board na ano pangangailangan nila...."</i>	
LSB Member 6	<i>"Ah by checking kung ah kung ano ang needs ng mga bata or ng school. ..."</i>	
LSB Member 2	<i>"... we do a consultation with our school heads and uh we go about and monitor schools we also listen to uh our student...and the parents."</i>	Consultation with School Head, Listening to Students and Parents
LSB Member 5	<i>... Magkaron lang ng kaunting um paguusap bago mag desisyon...</i>	Consultation
LSB Member 7	<i>"... we ask questions... If you put a project without asking these people what they need, that is not being responsive."</i>	Ask Questions
LSB Member 4	<i>"... usually we conduct po ahm committee hearings that could evaluate if the program or project has been effective for a certain school."</i>	Oversight

The subject of the constituents' needs is clear in Table 2. Being responsive implies that a government project or policy can fulfil the needs of citizens. The LSB ensures that the demands of education stakeholders are met by prioritizing citizen needs.

Bala (2017) highlighted the importance of local governments responding to students' demands, stating that local governments were the closest type of government they got to connect with. They offered the basic services that residents in the area required. As a result, it was critical for local governments to be responsive, and citizen-official partnerships should be formed. Understanding people's demands was thus critical for responsive governance. Without first

understanding the needs of its constituents, it was nearly impossible to establish a responsive government that met their needs.

**Table 3.** External Motivators

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"... mutual uh cooperation at monitoring uh evaluation para mas effective yung ahh transparency mas effective yung uh local government."</i>	Mutual Cooperation, Monitoring, and Evaluation
LSB Member 2	<i>"The students themselves. ...."</i>	Students
LSB Member 3	<i>"... Yun ang purpose natin ma-service ang ating citizens, ang ating constituents... Kaya sila talaga. ...."</i>	Serving the Constituents
LSB Member 4	<i>"Having the trust and confidence of the people who put me in this position ..."</i>	Having the Trust and Confidence of the People
LSB Member 5	<i>"... first and foremost bumabalik ako sa bata. Sa school, and then I really try my best to find someone to help them..."</i>	Students and School
LSB Member 6	<i>"Ahm... how can I lend my helping hand, giving my best to perform my duties yun po."</i>	Drive to Help
LSB Member 7	<i>"... my job is to provide services to all, especially the educational sector ..."</i>	Providing Service to Educational Sector

The motivations of government officials are critical in ensuring that good governance practices are implemented in their respective communities. According to Reljac (2016), who conducted a qualitative research study on the motivation of elected members of the School Board in the state of Pennsylvania in the United States, they were inspired to join the board to give back to the community they represented. According to the themes that emerged from this study, these members demonstrated signs of effective governance, such as obtaining information from decision-making to ensure that their decisions reflect the requirements of their school district.

Motivation guarantees that decision-makers in government know everything they need to know to maintain good governance. As a result, incentives can assist LSB members in providing for their residents.

**Table 4.** Different People Providing Assistance

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"...yung mga mga requisition hinihingi namin madalas sa mga teachers palagi. ...."</i>	Teachers Providing Requisitions
LSB Member 6	<i>"Currently, the... my principal who is helping me. He guides me in everything I do..."</i>	Principal Guiding in Everything
LSB Member 7	<i>"Administrative Assistant from DepEd...So kapag may inutos ako dyan. Papaano, ginagawa naman niya..."</i>	DepEd Administrative Assistant's Help
LSB Member 2	<i>"Umm all the members of the LSB helps us in providing good local governance ..."</i>	Assistance of the LGU
LSB Member 5	<i>"Actually... na some of the local government especially from the city councilor and then from the division office as well."</i>	
LSB Member 3	<i>"Syempre ang unang tumutulong sa akin si Mayor si admin ayan. Ibang mga department heads, na na co-contribute din sila kasi kinakausap ko sila ..."</i>	

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 4	<i>"Uhm... I would say that our City Mayor help me a lot. ..He also provides us with whatever we need in order to help and give assistance to our constituents. "</i>	

In a democratic society, people are encouraged to provide input into government policy. In the case of the local school board, this includes representation from various educational stakeholders, such as teaching and non-teaching staff, parents, and students. It can result in diverse perspectives and an impasse if no one can agree on resolving the issues at hand.

Consensus among the members can aid in the achievement of decision-making objectives. Olanipekun (2020) claimed that consensual democracy meant that the interests of minorities were considered and that substantive representation was possible. Despite divergent viewpoints, consensus plays a critical role in ensuring a conclusion is reached with everyone on board and standing unified.

**Table 5.** Various Perceptions of Helpful Inputs

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"Ano naman yan ah kung baga um organized naman kasi lahat naman ng principal nagsusubmit naman ng kanilang reports ..."</i>	Organized Activities, Timely Submission of Reports
LSB Member 7	<i>"...being responsive. If you put a project without asking these people what they need, that is not being responsive."</i>	Being Responsive
LSB Member 2	<i>"... we support each other in providing good local governance."</i>	Supporting Each Other
LSB Member 3	<i>"Si mayor lagi nila akong kinakausap tsaka lagi ako kay admin para alam nya yung mga nangyayari. Then pangalawa of course the local school board, mga members yan sila. Then aking mga staff."</i>	Constant Communication
LSB Member 4	<i>"City Mayor... well, the continuous communication helps a lot but um hmmm I think the feedback from him and as part of the executive branch..."</i>	
LSB Member 6	<i>"By ah giving his (the school principal) giving his inputs in his experience..."</i>	
LSB Member 5	<i>"Sometimes not enough. Hindi yung yung input mo hindi mo talaga makikita eh. ...."</i>	Not Enough

The assistance given to the LSB was an example of participatory government, in which citizen participation was aided in good governance. Gustafson and Hertting (2017) discovered that people in marginalized sectors welcomed the opportunity to empower themselves, whereas more privileged groups used it to act as "citizen representatives" to advocate for their communities. According to Kübler et al. (2019), participatory governance in small Swiss towns increased the local units' governability in the face of antagonistic pressures.

**Table 6.** Roles of LSB Members

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"... I always jot down the minutes um yung mga suggestion .. most of the time priority ng teachers ang nao-open ko ..."</i>	Take Minutes, Open Teachers' Priority
LSB Member 5	<i>"... naipaparating namin kung ano yung mga"</i>	Deliver Information

	<i>kakulangan ng eskwelahan, ng estudyante, at ng para sa parents. ..."</i>	about the Needs of School, Students, and Parents
LSB Member 6	<i>"... we are the approving authority in every resolution that the ah that the will be made in the local school board."</i>	Approving Authority
LSB Member 2	<i>"... I am entrusted with the the task of making sure the needs of the schools are provided thru the funding of the local school board which is known as the special education fund ..."</i>	Provide the Needs of the School
LSB Member 3	<i>"... I try to make sure na ma-meet naming yung ah estimated budget for the local school board..."</i>	Ensure to Meet Estimated Budget
LSB Member 4	<i>"... it is my duty to see to it that the budget appropriations for educational purposes are spent properly and the needs of the school, teachers, and learners are provided for..."</i>	Proper Spending of Budget, Provide the Needs of the School, Teachers, and Learners
LSB Member 7	<i>"... determines the budget coming from Special Education Fund (SEF) and of course before doing that budget, we have to set first the guidelines because the SEF funds have limitation also. ..."</i>	Determines Budget from SEF, Set Guidelines

The UNESCAP (2009 as cited in Ekundayo, 2017) in the UN's Good Governance Framework and the Department of Interior and Local Government, (2021), which aimed to encourage local governments to ensure good governance practices, must ensure that the principles of good governance, as stipulated by the UNESCAP (2009 as cited in Ekundayo, 2017) in the UN's Good Governance Framework and the Department of Interior and Local Government, (2021) are upheld. Upholding equal education was one of these good governance ideals. This can be accomplished by proper synergy and a positive working connection among the members.

The way the members of the LSB work together to complement each other while also providing a feeling of monitoring and checks and balances, guarantees successful good local governance.

**Table 7.** Good Governance Practices

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"... ah yung member ng local school board kung magpatawag ng meeting lahat uma-attend palaging may quorum yan. Pag hindi um madedelay ang priority projects..."</i>	Ensuring Attendance in Meetings
LSB Member 2	<i>"I try to take a stand when it comes to the need of the teachers. Yun nga we do consultation with our school heads and uh we go about and monitor schools we also listen to uh our student, ..."</i>	Taking A Stand, Consultation and Monitoring Schools, Listening to Students
LSB Member 4	<i>"... we encourage specially those members who are not in the bureaucracy per se to give their inputs and to share what they really feel or what they see as the school in the city needs."</i>	Encouraging non-Bureaucracy Members to Share Inputs
LSB Member 5	<i>"First and most recognize and hear and feel all the needs of the school and the student as representative of the parents. ..."</i>	Recognize, Hear, and Feel the Needs of School and Students
LSB Member 6	<i>"By Being transparent in every transaction made by the board."</i>	Transparency

Participant	Responses	Subordinate Themes
LSB Member 7	<i>"Well, just making yourself transparent. Tell them what you want. Ask what they need. ..."</i>	
LSB Member 3	<i>"... lagi namang, lagi namang tayong nasunod sa patakaran ng gobyerno kung ano talaga yun um... hindi tayo pwedeng hindi sumunood doon..."</i>	Following Government Regulations

According to the Department of Interior and Local Government (2021), local governments must prioritize good governance to achieve good service performance. It led to a more transparent and accountable local government and proactive solutions to various difficulties by local governments, ensuring that LGUs would be agents in achieving national and international development goals.

Good governance comprises meeting residents' demands as well as developing proactive governance solutions that benefit the citizenry and improve their standard of living. Good governance ensures citizens' needs are acknowledged in the public sector. It also implies that funding is transparent and will not be questioned due to unethical behavior.

**Table 8.** Positive Feelings

Participant	Responses
LSB Member 1	<i>"Masaya naman dahil maraming maraming natutulungan especially teachers ..."</i>
LSB Member 5	<i>".. Magiging masaya ka if you provide it of course..."</i>
LSB Member 6	<i>"... I will feel happy ..."</i>
LSB Member 7	<i>"Of course, I will be happy. Ah that's the measure of satisfaction. ..."</i>
LSB Member 2	<i>"Syempre um your gratified, your uh thankful to the Lord ..."</i>
LSB Member 3	<i>"Syempre parang fulfilled ..."</i>
LSB Member 4	<i>"Well, yeah I feel very happy and fulfilled..."</i>

Governments that can provide for their inhabitants are the sources of these favorable feelings. Assuring local governments can mimic excellent governance methods means that the lives of those governed will be better, and governments will do more to make constituents happy.

According to Jindra and Vaz (2019), adopting good governance principles has aided in decreasing poverty for most of the world but can have a mixed outcomes for other countries.

**Table 9.** Different Challenges

Participant	Responses	Subordinate Themes
LSB Member 1	<i>"... the instructional needs of the school especially the physical building ... school building tapos ah instructional materials, equipment ..."</i>	Instructional Needs of School
LSB Member 5	<i>"the challenges... to fully recognize us. That's it."</i>	Full Recognition
LSB Member 2	<i>"...ang tingin nila sa sa SEF sa local school board ay limitless source of fund. ..."</i>	Source of Limitless Fund
LSB Member 3	<i>"... nga-ngayong pandemic kasi syempre we cannot control the uh yung perseverance ng taong mag persevere magbayad ng uh uh real property taxes ..."</i>	Reluctance to Pay Real Property Taxes
LSB Member 4	<i>"... the quarantine restrictions... we are not allowed to go out and be on the ground to get inputs and suggestions of our teachers and learners."</i>	Quarantine Restrictions to get Inputs and Suggestions
LSB Member 6	<i>"I have not yet been involved in any meeting yet."</i>	Non-Involvement in Meetings

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 7	<i>"...sometimes what is needed is not in those within the regulations under utilization per se..."</i>	Needs beyond Regulations

The LSB's various challenges are depicted in Table 9. The LSB's main issue needed that exceeded regulations, which refers to the SEF's limited allowed expenditures, as described by Robredo (2008). As a result, the LSB was unable to support certain initiatives. Although some may regard the SEF as an infinite fund, given the limited resources and never-ending needs of the constituents, the LSB should keep the approved project in mind. Citizens' refusal to pay real property taxes contributed to the scarcity of resources. The SEF is supported by 1% of the LGU's collected real property tax. The LSB was able to be funded and assist with school instructional needs by ensuring that residents could pay their taxes.

The quarantine restrictions for obtaining inputs and suggestions made it difficult to hear constituent sentiments and transmit their requirements to the LSB in light of the COVID-19 pandemic that afflicted the entire planet. Another issue was meeting non-participation and full recognition. To provide excellent governance, it was critical to ensure the engagement of all stakeholders.

Challenges in governance are an unavoidable part of the governance process. Imran and Nordin (2018) state that weak administration can lead to anarchy and widespread socioeconomic disparity. As a result, governments must tackle the issues that the people face and ensure their prosperity and well-being.

**Table 10.** Varied Solutions

<b>Participant</b>	<b>Responses</b>	<b>Subordinate Themes</b>
LSB Member 1	<i>"...smooth dito sa atin, wala naming challenges na nae-encounter dito ..."</i>	No Challenges
LSB Member 2	<i>"We do consultations so that we would be able to have a bigger grasp of their needs in the schools."</i>	Consultations
LSB Member 4	<i>"... we have to increase the coordination and the interaction between the LSB and the school heads..."</i>	Coordination and Interaction between LSB and School Heads
LSB Member 5	<i>"A lot of meetings. Hindi enough yung isang meeting then hindi ka rin pakikinggan. ...."</i>	Lots of Meetings
LSB Member 3	<i>"... meron kasi kaming workplan. Pupunta kami sa mga different barangay. Bababa talaga kami doon uh kakausapin ang mga council, mga barangay council, the chairman..."</i>	Implementation of Workplan
LSB Member 6	<i>"... Syempre. I have to look first kung ano ba ang sitwasyon sa mga ginagawa nila."</i>	Looking into the Situation
LSB Member 7	<i>"By asking questions. I try to verify the information. Sometimes I ask them. Sometimes I do my research..."</i>	Asking Questions

Table 10 depicts the superordinate theme of various solutions presented by LSB members in dealing with their issues. Some members stated that there were no challenges in the LSB because the LSB provided an easy environment in which ideas could be easily adopted.

Regarding the excellent government, residents' priorities should constantly be considered. Consultations, questions, several meetings, coordination and interaction between the LSB and school heads, and an investigation of the situation should all be explored. Investigating the issues and obstacles that schoolchildren and other educational stakeholders face will ensure that

solutions are tailored to their requirements. It also allowed for greater transparency. By implementing a work plan, the LSB can ensure that the plan to address the LSB's difficulties was carried out.

Public participation in government policies is also a feature of excellent local governance. In addition, Moralde, Ubungen and Armas (2018) conducted a descriptive-qualitative research study to examine the Bottom-up Budgeting (BUB) and Assistance to Disadvantaged Municipalities (ADM) programs in various municipalities in Nueva Ecija, Philippines. It emphasized the benefits of citizen participation in governance, which led to citizens participating more actively, especially if they thoroughly comprehended the government's procedures and empowered civil society organizations. It also pushed local governments to have greater direct interaction with their constituents, making them more aware of grassroots issues and empowering them to obtain information from citizens.

## **CONCLUSIONS**

The LSB's duties in ensuring effective good governance were explored in this study. It provided policymakers with information that helped them ensure that their efforts to improve good governance practices were not in vain.

The key takeaways from this study are to ensure that members of the LSB take steps to strengthen good governance practices, particularly transparency and more intensive consultation with all education stakeholders, to ensure that the LSB's decisions truly reflect the needs of all stakeholders in the education sector. This can be accomplished by offering more opportunities for dialogue, such as holding additional meetings between members.

The co-chairmen of the LSB should intensify activities toward transparency, accountability, and responsiveness through regular and periodic meetings of the members, not just when the LSB's budget needs to be approved, to ensure the needs of the stakeholders are reflected in the approved budget, according to the findings of this study. Furthermore, more outlets for other stakeholders, such as teaching staff, non-teaching staff, parents, and youth, to consult with their sectors should be provided so that LSB members can recommend projects that would greatly benefit them. The LSB co-chairmen should organize orientation events for new members so that they may better understand how the LSB operates and ensure that they can effectively represent the sectors they represent.

The LSB should engage legislators to change the LSB law so that the goods that can be sponsored by the SEF are clearer. It is also recommended that more members of the LSB be added to ensure that varied inputs from other educational stakeholders can be obtained. This can be accomplished using the study's restructuring technique.

## **LIMITATION & FURTHER RESEARCH**

This study is focused on the LSB in the LGU of Calamba City, and thus, the results reflect the specific condition and context of the City of Calamba. Determining the perception of good governance in different localities may be explored. Further, since this study is qualitative in nature, future researchers may explore using other methods of research in measuring good governance among localities.

Furthermore, future researchers looking into the study of good governance among LGUs, especially among Local School Boards or related committees in local governments may also consider the perspective of constituents of a locality to further determine the extent of good governance practices specifically on the perception of the citizens on good governance in their local government.

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